



INDIANA
DEPARTMENT *of*
EDUCATION

2023 INDIANA ACADEMIC STANDARDS **SCIENCE**

GRADE 1



Indiana Academic Standards Context and Purpose

Introduction

The Indiana Academic Standards for Grade 1 Science are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students.

Pursuant to Indiana Code (IC) 20-31-3-1(c-d), the Indiana Department of Education (IDOE) facilitated the prioritization of the Indiana Academic Standards. All standards are required to be taught. Standards identified as essential for mastery by the end of the grade level are indicated with the word “Essential” under the standard number.

The Indiana Academic Standards are designed to ensure that all Indiana students, upon graduation, are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

What are the Indiana Academic Standards and how should they be used?

The Indiana Academic Standards for Grades K-12 Science are based on *A Framework for K-12 Science Education* (NRC, 2012) and the Next Generation Science Standards (NGSS Lead States, 2013). The following conceptual shifts reflect what is new about these science standards. The Indiana Academic Standards for Science:

- Reflect science as it is practiced and experienced in the real world;
- Build logically from kindergarten through grade 12;
- Focus on deeper understanding as well as application of content; and
- Integrate practices, crosscutting concepts, and core ideas.

The K-12 Science Indiana Academic Standards outline the knowledge, science, and engineering practices that all students should learn by the end of high school. The standards are three-dimensional because each student performance expectation engages students at the nexus of the following three dimensions:

- **Dimension 1** describes scientific and engineering practices.
- **Dimension 2** describes crosscutting concepts, overarching science concepts that apply across science disciplines.
- **Dimension 3** describes core ideas in the science disciplines.

Science and Engineering Practices (as found in NGSS)

The eight practices describe what scientists use to investigate and build models and theories of the world around them or that engineers use as they build and design systems. The practices are essential for all students to learn and are as follows:

1. Asking questions (for science) and defining problems (for engineering);
2. Developing and using models;

3. Planning and carrying out investigations;
4. Analyzing and interpreting data;
5. Using mathematics and computational thinking;
6. Constructing explanations for science and designing solutions for engineering;
7. Engaging in argument from evidence; and
8. Obtaining, evaluating, and communicating information.

Crosscutting Concepts (*as found in NGSS*)

The seven crosscutting concepts bridge disciplinary boundaries and unit core ideas throughout the fields of science and engineering. Their purpose is to help students deepen their understanding of the disciplinary core ideas, and develop a coherent, and scientifically based view of the world. The seven crosscutting concepts are as follows:

1. *Patterns*. Observed patterns of forms and events guide organization and classification, and prompt questions about relationships and the factors that influence them.
2. *Cause and Effect: Mechanism and Explanation*. Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.
3. *Scale, Proportion, and Quantity*. In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.
4. *Systems and System Models*. Defining the system under study—specifying its boundaries and making explicit a model of that system—provides tools for understanding and testing ideas that are applicable throughout science and engineering.
5. *Energy and Matter: Flows, Cycles, and Conservation*. Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.
6. *Structure and Function*. The way in which an object or living thing is shaped and its substructure determines many of its properties and functions.
7. *Stability and Change*. For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.

Disciplinary Core Ideas (*as found in NGSS*)

The disciplinary core ideas describe the content that occurs at each grade or course. The K-12 Science Indiana Academic Standards focus on a limited number of core ideas in science and engineering both within and across the disciplines and are built on the notion of learning as a developmental progression. The Disciplinary Core Ideas are grouped into the following domains:

- Physical Science (PS)
- Life Science (LS)
- Earth and Space Science (ESS)

- Engineering, Technology and Applications of Science (ETS)

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These standards must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content standards.

Acknowledgments

The Indiana Department of Education appreciates the time, dedication, and expertise offered by Indiana's K-12 educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Academic Standards. We wish to specially acknowledge the committee members, as well as participants in the public comment period, who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for success after graduation.

References

- National Research Council. 2012. *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/13165>.
- NGSS Lead States. 2013. *Next Generation Science Standards: For States, By States*. Washington, DC: The National Academies Press.

How to Read the Indiana Academic Standards for K-12 Science

Standard Number	Title	The title for a set of performance expectations is not necessarily unique and may be reused at several different grade levels.
Students who demonstrate understanding can:		
Standard Number Essential	Performance Expectation: A statement that combines practices, core ideas, and crosscutting concepts together to describe how students can show what they have learned. [Clarification Statement: A statement that supplies examples or additional clarification to the performance expectation.]	
Science and Engineering Practices Science and Engineering Practices are activities that scientists and engineers engage in to either understand the world or solve the problem. There are 8 practices. These are integrated into each standard. They were previously found at the beginning of each grade level content standard and known as SEPs. Connections to the Nature of Science Connections are listed in either practices or the crosscutting concepts section.	Disciplinary Core Ideas Disciplinary Core Ideas are concepts in science and engineering that have broad importance within and across disciplines as well as relevance in people's lives. To be considered core, the ideas should meet at least two of the following criteria and ideally all four: <ul style="list-style-type: none">• Have broad importance across multiple sciences or engineering disciplines or be a key organizing concept of a single discipline.• Provide a key tool for understanding or investigating more complex ideas and solving problems.• Relate to the interests and life experiences of students or be connected to societal or personal concerns that require scientific or technological knowledge.• Be teachable and learnable over multiple grades at increasing levels of depth and sophistication. Disciplinary ideas are grouped in four domains: the physical sciences; the life sciences; the earth and space sciences; and engineering, technology, and applications of science. A disciplinary core idea is identified as "(secondary)" when the other featured disciplinary core ideas connect to the science and engineering practices and crosscutting concepts as the main focus of the performance expectation. A boundary statement, where applicable, provides guidance regarding the scope of a performance expectation.	
	Crosscutting Concepts Crosscutting concepts are seven ideas such as Patterns and Cause and Effect, which are not specific to any one discipline but cut across them all. Crosscutting concepts have value because they provide students with connections and intellectual tools that are related across the differing areas of disciplinary content and can enrich their application of practices and their understanding of core ideas. Connections to Engineering, Technology and Applications of Science <ul style="list-style-type: none">• These connections are drawn from either the Disciplinary Core Ideas or Science and Engineering Practices.	

Note: Performance Expectations, Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts appear as defined in the Next Generation Science Standards.

1-PS4-1 Waves and Their Applications in Technologies for Information Transfer

Students who demonstrate understanding can:

- 1-PS4-1** Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. [Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.]
- Essential**

Science and Engineering Practices**SEP.3: Planning and Carrying Out Investigations**

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Plan and conduct investigations collaboratively to produce evidence to answer a question.

Connections to Nature of Science**Scientific Investigations Use a Variety of Methods**

- Science investigations begin with a question.
- Scientists use different ways to study the world.

Disciplinary Core Ideas**PS4.A: Wave Properties**

- Sound can make matter vibrate, and vibrating matter can make sound.

Crosscutting Concepts**CC.2: Cause and Effect**

- Simple tests can be designed to gather evidence to support or refute student ideas about causes.

1-PS4-2 Waves and Their Applications in Technologies for Information Transfer

Students who demonstrate understanding can:

- 1-PS4-2** Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated. [Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.]

Science and Engineering Practices**SEP.6: Constructing Explanations and Designing Solutions**

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.

Disciplinary Core Ideas**PS4.B: Electromagnetic Radiation**

- Objects can be seen if light is available to illuminate them or if they give off their own light.

Crosscutting Concepts**CC.2: Cause and Effect**

- Simple tests can be designed to gather evidence to support or refute student ideas about causes.

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1-PS4-3 Waves and Their Applications in Technologies for Information Transfer	
Students who demonstrate understanding can:	
1-PS4-3 Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light. [Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).]	
Science and Engineering Practices SEP.3: Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. <ul style="list-style-type: none"> Plan and conduct investigations collaboratively to produce evidence to answer a question. 	Disciplinary Core Ideas PS4.B: Electromagnetic Radiation <ul style="list-style-type: none"> Some materials allow light to pass through them, others allow only some light through, and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.)
	Crosscutting Concepts CC.2: Cause and Effect <ul style="list-style-type: none"> Simple tests can be designed to gather evidence to support or refute student ideas about causes.

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1-PS4-4 Waves and Their Applications in Technologies for Information Transfer	
<p>Students who demonstrate understanding can:</p> <p>1-PS4-4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. [Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.]</p>	
<p>Science and Engineering Practices</p> <p>SEP.6: Constructing Explanations and Designing Solutions</p> <p>Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> Use tools and materials provided to design a device that solves a specific problem. 	<p>Disciplinary Core Ideas</p> <p>PS4.C: Information Technologies and Instrumentation</p> <ul style="list-style-type: none"> People also use a variety of devices to communicate (send and receive information) over long distances.
	<p>Crosscutting Concepts</p> <p>Connections to Engineering, Technology, and Applications of Science</p> <p>Influence of Engineering, Technology, and Science, on Society and the Natural World</p> <ul style="list-style-type: none"> People depend on various technologies in their lives; human life would be very different without technology.

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1-LS1-1 From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

- 1-LS1-1** **Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.** [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]
- Essential**

Science and Engineering Practices**SEP.6: Constructing Explanations and Designing Solutions**

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Use materials to design a device that solves a specific problem or a solution to a specific problem.

Disciplinary Core Ideas**LS1.A: Structure and Function**

- All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

LS1.D: Information Processing

- Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.

Crosscutting Concepts**CC.6: Structure and Function**

- The shape and stability of structures of natural and designed objects are related to their function(s).

**Connections to Engineering, Technology,
 and Applications of Science**

Influence of Science, Engineering and Technology on Society and the Natural World

- Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.

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1-LS1-2 From Molecules to Organisms: Structures and Processes	
<p>Students who demonstrate understanding can:</p> <p>1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]</p>	
<p>Science and Engineering Practices</p> <p>SEP.8: Obtaining, Evaluating, and Communicating Information</p> <p>Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"> Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. <p>-----</p> <p>Connections to Nature of Science</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Scientists look for patterns and order when making observations about the world. 	<p>Disciplinary Core Ideas</p> <p>LS1.B: Growth and Development of Organisms</p> <ul style="list-style-type: none"> Adult plants and animals can have young. In many kinds of animals, parents, and the offspring themselves engage in behaviors that help the offspring to survive. <p>Crosscutting Concepts</p> <p>CC.1: Patterns</p> <ul style="list-style-type: none"> Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.

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1-LS3-1 Heredity: Inheritance and Variation of Traits	
<p>Students who demonstrate understanding can:</p> <p>1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and a particular breed of dog looks like its parents but is not exactly the same.]</p>	
<p>Science and Engineering Practices</p> <p>SEP.6: Constructing Explanations and Designing Solutions</p> <p>Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. 	<p>Disciplinary Core Ideas</p> <p>LS3.A: Inheritance of Traits</p> <ul style="list-style-type: none"> • Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents. <p>LS3.B: Variation of Traits</p> <ul style="list-style-type: none"> • Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.
	<p>Crosscutting Concepts</p> <p>CC.1: Patterns</p> <ul style="list-style-type: none"> • Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.

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1-ESS1-1 Earth's Place in the Universe	
<p>Students who demonstrate understanding can:</p> <p>1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.]</p>	
<p>Science and Engineering Practices</p> <p>SEP.4: Analyzing and Interpreting Data</p> <p>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> • Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. 	<p>Disciplinary Core Ideas</p> <p>ESS1.A: The Universe and its Stars</p> <ul style="list-style-type: none"> • Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. <p>Crosscutting Concepts</p> <p>CC.1: Patterns</p> <ul style="list-style-type: none"> • Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. <p>-----</p> <p>Connections to Nature of Science</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> • Science assumes natural events happen today as they happened in the past. • Many events are repeated.

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1-ESS1-2 Earth's Place in the Universe

Students who demonstrate understanding can:

- 1-ESS1-2** **Make observations at different times of year to relate the amount of daylight to the time of year.** [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.]
- Essential**

Science and Engineering Practices
SEP.3: Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Make observations (firsthand or from media) to collect data that can be used to make comparisons.

Disciplinary Core Ideas
ESS1.B: Earth and the Solar System

- Seasonal patterns of sunrise and sunset can be observed, described, and predicted.

Crosscutting Concepts
CC.1: Patterns

- Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

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K-2-ETS1-1 Engineering Design

Students who demonstrate understanding can:

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Science and Engineering Practices**SEP.1: Asking Questions and Defining Problems**

Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.

- Ask questions based on observations to find more information about the natural and/or designed world(s).
- Define a simple problem that can be solved through the development of a new or improved object or tool.

Disciplinary Core Ideas**ETS1.A: Defining and Delimiting Engineering Problems**

- A situation that people want to change or create can be approached as a problem to be solved through engineering.
- Asking questions, making observations, and gathering information are helpful in thinking about problems.
- Before beginning to design a solution, it is important to clearly understand the problem.

K-2-ETS1-2 Engineering Design

Students who demonstrate understanding can:

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Science and Engineering Practices**SEP.2: Developing and Using Models**

Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

- Develop a simple model based on evidence to represent a proposed object or tool.

Disciplinary Core Ideas**ETS1.B: Developing Possible Solutions**

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

Crosscutting Concepts**CC.6: Structure and Function**

- The shape and stability of structures of natural and designed objects are related to their function(s).

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K-2-ETS1-3 Engineering Design	
<p>Students who demonstrate understanding can:</p> <p>K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>	
<p>Science and Engineering Practices</p> <p>SEP.4: Analyzing and Interpreting Data</p> <p>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> Analyze data from tests of an object or tool to determine if it works as intended. 	<p>Disciplinary Core Ideas</p> <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> Because there is always more than one possible solution to a problem, it is useful to compare and test designs.

Note: Performance Expectations, Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts appear as defined in the Next Generation Science Standards.